**The Core and MORE Instruction Checklist**

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5th grade- Brookwood

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| **The CCSS Standard: 5.MD.1**  **The Envision Lesson: Topic 14.1 Customary Units of Capacity** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| If students are having difficulty deciding whether to multiply or divide, refer students to the diagram they completed at the introduction phase of the lesson (see building a foundation). | Capacity  Pint  Quart  Gallon  Cup  Fluid Ounce |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1. Spiral Review 14-1 2. Problem of the day 14-1 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   The students will begin a problem based interactive learning activity (see page 348B). They will be guided as the teacher demonstrates the units of capacity using models.   1. How will you provide multiple opportunities for vocabulary to be used in context?   The students will be encouraged to use the vocabulary in their responses throughout the lesson. They will be utilizing these units in every phase of our lesson. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Interactive-Learning sheet (using ILRS 27)—The students will be posed the following problem: Arrange the containers from greatest to least capacity and record answers on the interactive learning sheet. The students will get to handle measuring cups to compare their capacity. The students will then be asked to identify other familiar units of capacity not listed on the sheet. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Students will use the containers to measure and convert from one unit to another. Sand or water can be poured from one to another to demonstrate the four quarts are in one gallon. Then they can complete guided practice on page 348 together with partners and teacher.  The students will then copy Gallon Man from the board to remember how many of each unit is in one gallon and so forth. They should keep this drawing in their journals to be referred to later during homework and independent classwork. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  The students will then complete independent practice on pages 348-349. The teacher will monitor progress by circulating around the room and answer questions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| The next day a quick check will be issued and evaluated after homework has been corrected. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| Students will take home the Practice page for lesson 14-1. The successnet website is available to find support at home if needed. | |